

Question	Answer	Marks																
	<p><i>General Note: In all cases reasonable alternative answers which are not specifically mentioned in the marking scheme will be accepted, and either some of the marks or all of the marks for that question will be awarded. Candidates may use upper or lower case initial letters for transliterating Sanskrit proper nouns. By 'construal' is meant understanding the overall meaning of the words as a sentence and conveying this in the English translation.</i></p>																	
A	<p>Short Essays</p> <p><i>12 marks per essay. Candidates are expected to write about 300 words for each of their answers, making relevant points, and producing a reasoned argument where necessary. Marks should be awarded on the basis of the following chart.</i></p> <table border="1" data-bbox="316 696 1329 1980"> <thead> <tr> <th data-bbox="316 696 531 741">Essay Marks</th> <th data-bbox="531 696 1329 741">Description of Mark Categories</th> </tr> </thead> <tbody> <tr> <td data-bbox="316 741 531 904">11-12</td> <td data-bbox="531 741 1329 904">Exceptional work. Excellent ability to organise material, and thorough knowledge and full consideration of the essay title. Really articulate and intelligent answers should be considered in this category even if there are still flaws and omissions.</td> </tr> <tr> <td data-bbox="316 904 531 1115">9-10</td> <td data-bbox="531 904 1329 1115">Very good. Close attention to detail of texts, well structured writing, perceptive use of illustration, good insight when discussing issues. Ability to look beyond the immediate material and to show some wider understanding of underlying themes.</td> </tr> <tr> <td data-bbox="316 1115 531 1361">8</td> <td data-bbox="531 1115 1329 1361">Painstaking. Sound knowledge of texts, mainly relevant. Some attempt to address the essay title, showing some understanding. Possibly not in full control of material; solid but indiscriminate. Some conscientious candidates fall into this category: they tend to write too much as they are reluctant to leave out anything they have learnt.</td> </tr> <tr> <td data-bbox="316 1361 531 1572">6-7</td> <td data-bbox="531 1361 1329 1572">Fair relevance and knowledge. Better organised than in the 4-5 category: the candidate probably understands the demands of the essay title without being able to develop a very thorough response. Still a fairly simple, black and white approach. Some 'learnt' material but better control and focus than below.</td> </tr> <tr> <td data-bbox="316 1572 531 1736">4-5</td> <td data-bbox="531 1572 1329 1736">Sound, if simple and superficial, knowledge of texts. Makes assertions without being able to illustrate or develop points. Probably still too dependent on memorised oddments but there may be a visible attempt to relate these to the question.</td> </tr> <tr> <td data-bbox="316 1736 531 1946">3</td> <td data-bbox="531 1736 1329 1946">Some very basic material but not much sense of understanding or ability to address the essay title. Very general, unspecific approach. Random, bitty structure. Signs of organisation and relevance should be looked for in case the answer can be considered for 4 marks.</td> </tr> <tr> <td data-bbox="316 1946 531 1980">2</td> <td data-bbox="531 1946 1329 1980">Marginally more knowledge than in the 0–1 category. The</td> </tr> </tbody> </table>	Essay Marks	Description of Mark Categories	11-12	Exceptional work. Excellent ability to organise material, and thorough knowledge and full consideration of the essay title. Really articulate and intelligent answers should be considered in this category even if there are still flaws and omissions.	9-10	Very good. Close attention to detail of texts, well structured writing, perceptive use of illustration, good insight when discussing issues. Ability to look beyond the immediate material and to show some wider understanding of underlying themes.	8	Painstaking. Sound knowledge of texts, mainly relevant. Some attempt to address the essay title, showing some understanding. Possibly not in full control of material; solid but indiscriminate. Some conscientious candidates fall into this category: they tend to write too much as they are reluctant to leave out anything they have learnt.	6-7	Fair relevance and knowledge. Better organised than in the 4-5 category: the candidate probably understands the demands of the essay title without being able to develop a very thorough response. Still a fairly simple, black and white approach. Some 'learnt' material but better control and focus than below.	4-5	Sound, if simple and superficial, knowledge of texts. Makes assertions without being able to illustrate or develop points. Probably still too dependent on memorised oddments but there may be a visible attempt to relate these to the question.	3	Some very basic material but not much sense of understanding or ability to address the essay title. Very general, unspecific approach. Random, bitty structure. Signs of organisation and relevance should be looked for in case the answer can be considered for 4 marks.	2	Marginally more knowledge than in the 0–1 category. The	
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	<p>candidate may have read the texts but is probably unable to see beyond half-remembered notes. Insubstantial; very little relevance. May have problems writing fair English and will be unable to express ideas comprehensibly.</p> <p>0-1 No discernible material. Often very inadequate language. 1 mark in this category is awarded almost on the basis of quantity, provided there is also a hint of relevance to the essay title. It is possible for a candidate to write a whole page demonstrating no knowledge at all (has the candidate read the book?), containing only misunderstood background facts or very vague general remarks unrelated to the essay title.</p>	36
B	either (i) PĀṆINIAN GRAMMAR or (ii) HIGHER LEVEL PROSE COMPOSITION.	
<p>For Question B(i) 1, 2, 3, Essay Questions: only one to be attempted. Total 10 marks. For Question B(i) 4 to 10, Technical Questions: four to be answered, 6 marks each. Total 24 marks.</p>		
B(i)1	The candidate should show a good overall grasp of the <i>sañjñā</i> system and the way the <i>sūtras</i> lay out the definitions of terms.	
B(i)2	The candidate should explain the three main Pāṇini <i>sūtras</i> : ' <i>hrasvaṃ laghu</i> ', 'a short vowel is light', ' <i>sañyoge guru</i> ', '(that vowel) before a conjunct consonant has weight', ' <i>dīrghañ ca</i> ', 'and so has a long vowel'.	
B(i)3	The mouth position and effort relevant to each group of sounds should be presented.	
B(i)4(i)	'of whatsoever the augments enunciated [1] are distinguished by an indicatory <i>ṭ</i> or <i>k</i> [1] they precede or follow it accordingly [1]'	
B(i)4(ii)	'An operation caused by the exhibition of a term in the ablative case [1] is to be understood to enjoin the substitution of something [1] in the room of that which immediately follows the word denoted by the term [1].'	
B(i)5(i)	<i>tat śaram</i> > <i>tad śaram</i> (by ' <i>jhalāñ jaśo'nte</i> ') <i>tad śaram</i> > <i>tac śaram</i> (by ' <i>stoḥ ścunā ścuḥ</i> ') <i>tac śaram</i> > <i>taccharam</i> (by ' <i>śaścho'ṭi</i> ')	
B(i)5(ii)	<i>rāmau atha</i> > <i>rāmāvatha</i> (by ' <i>eco'yavāyāvah</i> ')	
B(i)6(i)	' <i>arthavad adhātur apratyayaḥ prātipadikam</i> ' 'A significant form of a word, not being a verbal root (<i>dhātu</i>) or an affix (<i>pratyaya</i>) is called a <i>prātipadika</i> .'	
B(i)6(ii)	' <i>kṛttaddhitasamāsāś ca</i> ' 'The forms ending in <i>kṛt</i> affixes or <i>taddhita</i> affixes, or compounds, are also called <i>prātipadika</i> .'	
B(i)7(i)	ś, ṣ, s.	
B(i)7(ii)	y, v, r, l.	
B(i)7(iii)	j, b, g, ḍ, d.	
B(i)8	The <i>sūtra</i> ' <i>pratyayaḥ</i> ' is at the beginning of book 3 of Pāṇini, introducing the section	

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	on affixes. 'paraś ca' implies that the affixes follow the <i>dhātu</i> or <i>prātipadika</i> . These are both <i>adhikāra</i> or governing <i>sūtras</i> .													
B(i)9	Three types of <i>samāsa</i> should be named and described, e.g. a <i>tatpuruṣa</i> compound speaks of the final term as conditioned by the preceding term. Suitable examples, together with translations, should be given.													
B(i)10	The <i>śūp</i> endings are applied, and according to the <i>sūtra</i> 'supaḥ' are arranged in threes, indicating singular, dual and plural. This should be fully explained.	34												
B(ii)	<p>There was / a rich / brahmin / who lived / in the Avanti region. / He was greedy / and was quick / to become / angry. / He / never / gave / any of his wealth / to his relatives. / Even / his own / wife, / sons / and daughters / were oppressed / by him. /</p> <p>In this way / he displeased / the gods, / who decided / to deprive him / of his wealth. / Thieves / came / and took it all. / Feeling / sorrowful, / the brahmin / thought / 'Wealth / is the source / of all misery. / I shall now / pursue / the higher / aims of life.'</p> <p>The brahmin / became / a mendicant. / He / wandered / everywhere, / unattached, / entering / towns / only for alms. / Seeing / him / old / and poor, / evil people / abused / him. / Some / hit him / with his staff, / some / bound him / with ropes, / and some / ridiculed him. / The brahmin, / however, / only / thought / 'This / is all / the result / of former / actions. /'</p> <p style="text-align: right;"><i>Mahābhārata</i> (adapted)</p> <p>[Each section of the passage carries 2 marks maximum for vocabulary and grammar, giving a maximum of 150 marks for the whole text. This total is then divided by 5, giving a total out of 30. A mark out of 4, for style, idiom and general impression, is awarded according to the following table.]</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Style marks</th> <th>Description of Style Mark Categories</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Fluent and idiomatic.</td> </tr> <tr> <td>3</td> <td>Judicious recasting of the English with fair choice of vocabulary mostly in accordance with Sanskrit idiom.</td> </tr> <tr> <td>2</td> <td>Some attempt to move beyond the literal to an idiomatic rendering of the text through the use of grammatical structures.</td> </tr> <tr> <td>1</td> <td>Very literal translation with only an occasional attempt to capture Sanskrit idiom.</td> </tr> <tr> <td>0</td> <td>Very literal translation with virtually no attempt to capture Sanskrit idiom.</td> </tr> </tbody> </table> <p><i>Model answer:</i></p> <p>अवन्तिदेशे धनी ब्राह्मणोऽवसत्। स लुब्धः शीघ्रं कुपितोऽभवच्च। तेन बन्धुभ्यो धनं न कदापि दत्तम्। तेन स्वभार्यापुत्रकन्या अपि पीडिताः। एवं स देवेभ्योऽप्रियः। वयं ब्राह्मणस्य धनमपहरिष्याम इति तैर्निर्णीतम्। चौरा आगच्छंस्तत्सर्वमपाहरंश्च। दुःखमनुभूय ब्राह्मण स्वमचिन्तयत्। धनं सर्वदुःखकारणम्। इदानीं मया परपुरुषार्था अनुसरणीया इति। ब्राह्मणो भिक्षुरभवत्। स सर्वत्र सङ्गरहितः</p>	Style marks	Description of Style Mark Categories	4	Fluent and idiomatic.	3	Judicious recasting of the English with fair choice of vocabulary mostly in accordance with Sanskrit idiom.	2	Some attempt to move beyond the literal to an idiomatic rendering of the text through the use of grammatical structures.	1	Very literal translation with only an occasional attempt to capture Sanskrit idiom.	0	Very literal translation with virtually no attempt to capture Sanskrit idiom.	
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